

Loma Linda University

TheScholarsRepository@LLU: Digital Archive of Research, Scholarship & Creative Works

Loma Linda Nurse

Loma Linda University Publications

Fall 2017

Loma Linda Nurse - Vol. 25, No. 01

Loma Linda University School of Nursing

Follow this and additional works at: <https://scholarsrepository.llu.edu/loma-linda-nurse>



Part of the [Other Nursing Commons](#)

Recommended Citation

Loma Linda University School of Nursing, "Loma Linda Nurse - Vol. 25, No. 01" (2017). *Loma Linda Nurse*.
<https://scholarsrepository.llu.edu/loma-linda-nurse/24>

This Article is brought to you for free and open access by the Loma Linda University Publications at TheScholarsRepository@LLU: Digital Archive of Research, Scholarship & Creative Works. It has been accepted for inclusion in Loma Linda Nurse by an authorized administrator of TheScholarsRepository@LLU: Digital Archive of Research, Scholarship & Creative Works. For more information, please contact scholarsrepository@llu.edu.

loma linda

nurse

FALL 2017

Preparing Tomorrow's Nurse

Dexter Emoto, '77 and
Mao Kimura, '17 are proof
that mentorship in nursing can
shape careers and change lives.



LOMA LINDA
UNIVERSITY

School of Nursing



Mentorship is not only support for an individual who shares your career path and passion for service; it is a priceless form of contribution to the legacy of our school, preparing the next generation for their roles as nurses. Appropriately, the recently established official motto of the school is, "Preparing Tomorrow's Nurse."

letter from THE DEAN

IT IS AGAIN A DISTINCT PRIVILEGE to greet each of you as fellow alumni of the School of Nursing. We are a diverse group due to year of graduation, choice of area of nursing and where we live, but we all can proudly state that we are a Loma Linda Nurse!

A question for each of us to consider -- Did you have a mentor during your nursing career? And if so, did it make a difference for you? I recently was asked to give a talk to a group of DNP students on mentorship so I took some time to think about my mentors. Looking back, I realized I have had not just one, but many mentors, each a key person at a different point of my life. They ranged from my mother, who made a small nurse's cap for me to wear when I played the role of a nurse during my childhood, to nurses active in clinical practice, faculty who took an interest in me, deans who gave a word of support and direction at just the right time, and friends and colleagues who took the time to talk, act as a sounding board, and give encouragement. Who were your mentor(s) and did they make a positive difference in your life?

We would like to invite you to join us in this journey of mentorship by considering opportunities to mentor the nurses of tomorrow, in a sense "paying it forward."

This volume of *Loma Linda Nurse* includes stories of how a number of alumni are mentoring, encouraging, coaching and guiding the new nurses in our profession as they grow in the discipline. As you read the stories, you likely will have ideas of how you can mentor current students and help in the process of "Preparing Tomorrow's Nurse." Please let us know your ideas so we can include you in the mentoring program here at Loma Linda University School of Nursing. With the growing ease of technology, mentoring is possible from wherever you live!

Thank you to each of you for joining us in this journey of mentoring. We look forward to partnering with you!

Cordially,

Elizabeth Bossert, PhD, RN
Dean

EXECUTIVE EDITORS
Elizabeth Bossert
Andreia Lofthouse

EDITOR
Jackson Boren

ART DIRECTION & DESIGN
Ellen Musselman

CONTRIBUTORS
Jim DeTar
Jasmine Herrera
Brianna McAuliffe-Bolaños
Ansel Oliver
Karen Ripley
Nancy Yuen

PHOTOGRAPHY
Neale Adaire
Richard Burnett
Dexter Emoto
Jasmine Herrera
Ansel Oliver
Natan Vigna

CONTACT US

LOMA LINDA UNIVERSITY
SCHOOL OF NURSING

WEST HALL
11262 Campus Street
Loma Linda, CA 92350

PHONE
909-558-4923

nursing.llu.edu



#LLUSN
@LLUNursing

FOR QUESTIONS, ANNOUNCEMENTS
OR CHANGE OF ADDRESS
alumni.SN@llu.edu

Published by
Loma Linda University
School of Nursing
FALL 2017



ON THE COVER
Dexter Emoto, '77 and Mao Kimura, '17 are a living testament to the power of mentorship.

Jackson Boren

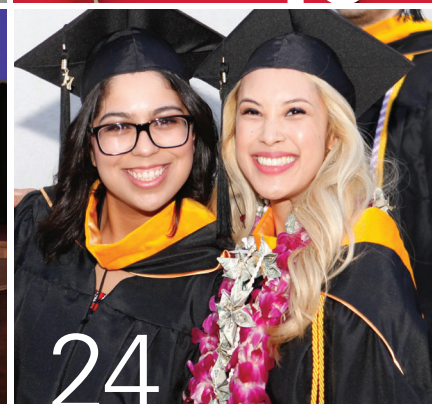
table of CONTENTS

FEATURES

- 4 Full Circle – Dexter Emoto and Mao Kimura
- 6 Mentorship
- 8 A Place for Excellence
- 10 New Scholarships at the School of Nursing

LLUSN HIGHLIGHTS

- 12-17 ALUMNI NEWS
- 18-23 HOMECOMING
- 24-27 COMMENCEMENT
- 28-32 ACADEMICS
- 33-35 FACULTY UPDATES



Full CIRCLE

Mao Kimura has known Dexter Emoto for what seems like his entire life. While Mao was born in Redlands, California, he spent the early part of his childhood bouncing between schools in Japan, North Carolina, Georgia and finally returning to the Loma Linda area for middle school. Kimura describes his earliest memory of Emoto, saying, “I was 6 years old when I met Dexter, we were living in Redlands and attending the Japanese SDA Church. Our families were pretty close so we’ve had that relationship throughout my life.”

The two maintained a peripheral friendship for years to come, reconnecting during a chance encounter while Mao was visiting a friend at the hospital in the fall of 2011. “It was my first year of college at Cal State San Bernardino and I was eating lunch at the hospital cafeteria,” describes Mao. Dexter chimes in, “I had just gotten off work from the recovery room and I saw Mao in the hallway leaving the cafeteria when we started chatting.” Mao was at a personal crossroads in his life, approaching a potential nursing career with a desire to minister to others about the love of Jesus Christ. Dexter advised Kimura that those two callings go hand in hand and that LLUSN would not only encourage the integration of care and ministry, they would nurture and develop it within him.

Emoto had made the decision to come to LLUSN for the same reason in 1975, from the advising of his own mentor, his father. “My dad knew working as a nurse would be a great way for me to do ministry in a clinical

Loma Linda University School of Nursing

alumnus Dexter Emoto has not only dedicated his career to excellence in bedside nursing, he has committed himself to being a source of guidance to others who are inspired to follow the call of nursing.

Class of 2017 LLUSN graduate Mao Kimura is a grateful recipient of that commitment.

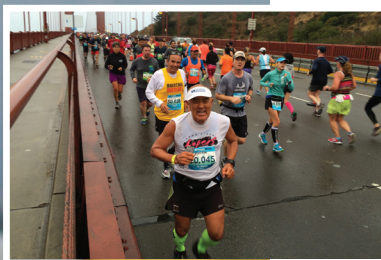
setting, which was my dream,” says Dexter. “I wanted to serve people in a healing setting. In a way, nursing was where I was meant to be, so he urged me to apply.” After graduating in 1977, Dexter embarked on a career that would take him to Japan for global missions, as well as across the spectrum of patient care from neurosurgery to operating room to post-anesthesia recovery room where he has served for the past 30 years.

“The thing about Dexter is that he always encouraged me to put God first. This was a reoccurring theme in our friendship: Praise the Lord every day and worship Him in all you do,” recounts Mao. “I saw the type of nurse

Dexter was and how he reflected the values of Jesus Christ. That’s what I wanted to be for my patients as well. Now in retrospect, I don’t think any of the other schools I was considering at the time would have prepared me the way LLU has with such a strong spiritual foundation.”

This spiritual foundation at the core of Mao’s nursing education reinforced his belief in the vitality of Christian service at the bedside. But it was the consistent support of the faculty that Mao says kept his focus on completing the program even in the face of adversity. “I was never one of the top students in the class, but there were so many people who kept





me going even when the program became challenging.” Mao continues, “They treated me like family here. They pushed me, embraced me and guided me both in and outside of the classroom.” Emoto echoes these sentiments from his own experience at LLUSN, stating that authentic faculty support has been a cornerstone strength of the school for generations. “Nothing worth having is easy. The gifts of the faculty are revealed in the challenges these students face. They care for you here and it shows, its no different than when I was a student 40 years ago.”

Dexter continued to play a key mentorship role in Mao’s life as

he went through the program emphasizing his respect for the responsibility. “The most powerful thing a veteran nurse can be is a teacher to new nurses joining their unit or who are just starting their careers. We are all beginners at one point and you develop a lot of intangible skills in the trenches from your mentors. Patience is power on nursing units. Its what builds teams and what create the best environment for nurses.”

Dexter goes on to explain that their innate affinity for care is also a trait the two share. “I saw myself in Mao’s aspirations to offer patient care on a personal level. Mao is a deeply compassionate person both in and out

of the clinical setting and I believe that will resonate with his patients. Nursing is 24/7. Even when you are not in the hospital you are called into situations where a nurse or medical professional is needed. I run marathons as a hobby. When another runner falls down, I don’t keep running. I help them up. I’m not interested in finishing first. I’m here to take care of people in every walk of life.” Mao echoes this conviction of person-to-person care, “I really like connecting with people and that’s why I chose this career. I’d like to leave a lasting impression on anyone I treat or work with the way

Dexter does. He has worked with so many people that whoever I would talk to, the charge nurse, my instructor, others. They would say ‘Yeah, I know Dexter. He’s a great guy.’”

With graduation and the NCLEX behind him, Kimura now focuses on the road ahead: his patients and his new role as a Medical Surgical nurse at LLUH. He recalls his first day on the floor when another chance encounter crossed his and Dexter paths in the halls. It was a poignant moment that reminds Mao of Dexter’s role in his life. “He reminded me to thank God for my blessings. That really hit me,” says Mao. “One of the things I love about Dexter is that he is very humble in everything he does. He doesn’t take the credit for being the one who brought me here but he was a huge part of my nursing journey. If it weren’t for Dexter I wouldn’t be here today. He’s the reason I first came to the School of Nursing. God works in amazing ways and nothing is coincidental. I pray He will use me the same way.”

Mentorship: ARE YOU A LAMP, A LIFEBOAT, OR A LADDER?

By Karen A. Ripley,
PhD, RN



While ‘mentor’ is often thought of as synonymous with ‘preceptor’ or ‘coach’, one thing is certain... a good mentor is all the above and more.

MENTOR. THINK ABOUT THE WORD FOR JUST A MOMENT. What image does it conjure up in your mind? Perhaps you remember a favorite nursing school professor who inspired you to choose your area of expertise. Or maybe it was a clinical instructor who possessed skills and knowledge that you admired and made you want to work harder because you wanted to be just like him or her. It might be that one person who provided guidance

and support during your orientation as a scared new nurse on the unit. While ‘mentor’ is often thought of as synonymous with ‘preceptor’ or ‘coach’, one thing is certain...a good mentor is all the above and more.

In an unintended yet perfect description of the mentor, the 13th century poet, Rumi, encouraged people to be a lamp to help light the way when people are faced with decisions, a lifeboat to help those who find themselves overwhelmed,

and/or a ladder to lift those up as they journey into new territory. The Cambridge Dictionary (2017) defines ‘mentor’ as an experienced and trusted person who gives another advice and help related to work or school over a period of time. Not to be confused with ‘preceptor’ or ‘coach’, a mentor is signified as one who develops mutual trust and respect with the mentee, maintains confidentiality, gives advice and provides feedback, helps the mentee think through important decisions and strategies, and identifies resources to help the mentee enhance personal development and career growth (Smith-Trudeau, 2014). While nursing education has been utilizing mentorship programs for many years to help new faculty members orient and adjust to the demands of a career in academia, mentorship as it is related to nurses who work in the patient care arena has appreciated recent success with the development of nurse residency programs. Designed to help new-graduate nurses transition from nursing school to the nursing work force, residency programs began in pediatric nursing and have since branched out to include other areas of nursing as well.

The term ‘mentor’ originated in Greek mythology and was inspired by the character Mentor in Homer’s *Odyssey*. Odysseus, king of Ithaca, fought in the Trojan War and entrusted his household to Mentor, who served as the teacher and overseer of Odysseus’ son, Telemachus (Shea, 1997). The word evolved to mean a trusted advisor, teacher, and wise person. There are many examples of significant mentorships in history: Socrates and Plato, Hayden and Beethoven, Freud and Jung. Florence Nightingale was said to have a mentor as well. His was Sir Sidney Herbert, secretary of state at war for the British government. He was influential in her career as a nurse by providing her with the opportunity to organize a group of nurses to administer care for those injured in the Crimean War, setting the stage for Nightingale’s hospital regime based upon the progressive principles of cleanliness, fresh air, and careful diet (Fields,

1991). Mentoring became a trend in the 1980’s with the view that it would be a successful tool for nurse leadership development (Jakubik, Eliades, & Weese, 2016). Mentoring has since branched out as an effective strategy for the development of nurses in general.

The benefits of mentoring are numerous. While research findings have indicated that roughly 30% of new-graduate nurses leave the field within the first year on the job and 21% within the second year (Nursing Solutions, Inc., 2016), studies have also produced data indicating that the retention rates of new-graduate nurses who have been mentored range from 88% to 96% (Twibell & St. Pierre, 2012). Specific benefits for new nurses who have received mentoring include increased job satisfaction, ease of transition into the nursing workforce, increased competence, a sense of belonging and security, and career optimism (Jakubik, Eliades, & Weese, 2016).

The Loma Linda University School of Nursing (LLUSN) is currently exploring pairing nursing students with alumni to take advantage of the expertise and guidance that alumni can provide. While most research has focused on new nurses and mentoring, little research exists regarding nursing students

and formal mentoring beyond that of peer-mentoring in the clinical setting. An early study by Sword, Byrne, Drummond-Young, Harmer, and Rush (2002) paired Canadian nursing students with alumni, and findings indicated that both alumni mentors and students reported positive effects of the relationship. Students felt supported in making personal, academic and career decisions

whereas alumni reported satisfaction in providing support, re-connecting with their alma matter, and sharing their professional knowledge and expertise. Clearly, the benefits of being a lamp, lifeboat, or ladder extend beyond that of new nurses entering the profession.

So, what about you? Have you thought about being a mentor? Do you think you could be a lamp, lifeboat or ladder to a nursing student? LLUSN would love to provide students with the opportunity to benefit from your nursing expertise. You would also contribute to the future of the nursing profession by mentoring a nursing student within our program. Lighting the way for a student as he/she navigates nursing school, supporting him/her through career choices and taking the NCLEX, and providing a boost into the working force can be very gratifying in addition to being an excellent way to give back to your alma mater. If you are interested in this unique opportunity, please contact Jackson Boren, at 909-558-4923. We look forward to pairing you up and seeing the light shine, the boat float, and the ladder elevate!

*The benefits of being
a lamp, lifeboat, or ladder
extend beyond that of
new nurses entering
the profession.*



“ACE has evolved over time as we’ve discovered unmet needs and challenges of our student population. Our goal is to provide all students with the tools necessary to thrive.”

A Place for EXCELLENCE

THE RIGOROUS AND IN-DEPTH NATURE OF NURSING SCHOOL can often be a challenge that is hard for students to face on their own. The Academic Center for Excellence (ACE), previously known as the Learning Assistance Program, is a department within the Loma Linda University School of Nursing that provides a support system and often times a safe haven for students.

On an average day, you can walk down the hallways in the School of Nursing and find the ACE department active with conversation and students at work. Students have the ability, free of charge, to utilize ACE for a wide variety of services. ACE coordinators help perform exam analysis, offer study and note taking tips, and even help students create realistic and balanced schedules for their week. “ACE has evolved over time as we’ve discovered unmet needs and challenges of our student population. Our goal is to provide all students with the tools necessary to thrive,” says Assistant Professor, Alysse Larsen, RN, MSN.

Safiya Daley, BS, RN, PHN, said, “We see all types of students. From straight A students to students failing out of the program. ACE offers tools and techniques to equip students to live a well-balanced life [and succeed].” She noted that there has been a trend of students who come with more than just a need for academic support. “Students may come in for their subpar exam score, and the team will discover it is often related to a problem or dysfunction in their life outside of school.”

For this reason, ACE emphasizes the importance of self-care and optimizing brain function. When a student fails a class or receives a C in a nursing course, they are required to take a course called N244, which focuses on these two areas. By providing emotional support for the students and getting to know their stories, they are able to help guide them more accurately.

Daley recalls, “I remember working with a student whose academic life was suffering because their home life was stressful. Between mentoring, support, and referrals to the student assistance program, this student has overcome many obstacles and is now doing well in the program.”

Through a vast offering of resources and a dedicated staff, the Academic Center for Excellence has quickly become the epicenter for academic support and recovery at the School of Nursing.

Not only is ACE offering support while in the undergraduate program, but they have developed a comprehensive system for preparing the students for the professional employment application and interview process once they have graduated. They annually conduct simulated interview workshops with the students in order to help them experience the standards of etiquette and intensity of performance pressure in an actual interview. This also gives students a realistic picture of the varied types of interview formats they may see. “The students are offered tips about how to conduct themselves professionally and how to communicate their attributes to future employers.” Daley says. ACE partners with the Student and Alumni Relations department, where, Jackson Boren, Director of Alumni, reviews student resumes and consults with the student on how to improve them. With these two systems in place, the students are given the opportunity to walk into their official interviews feeling better prepared. This past year, LLUSN has partnered with Loma Linda University Medical Center to host a series of hiring events geared towards interviewing LLUSN students specifically for nurse positions throughout the organization. The resources that ACE offered to the eligible students played a key role in their preparation process and the hiring event, resulting in a significant number of the interviewed seniors being hired contingent on their NCLEX certification.

Daley reiterates the mission of the department saying, “Students learn how to make their schooling a priority and learn balance and self-care as well. We treat our students like the future colleagues that they are. Our goal is that students leave feeling confident and equipped. They realize they are not alone on their journey.”

The ACE Staff (Left to Right) Safiya Daley, Kim Igrio, Alysse Larsen, Sara Larsen, Mary Schilling and Bonnie Meyer.



New scholarship funds help nursing students stay in school and thrive

The Yes Fund and the Safety Net Fund were established by an unrestricted philanthropic gift changing the way the School of Nursing can support students in need. By Nancy Yuen

TWO LOMA LINDA UNIVERSITY SCHOOL OF NURSING SCHOLARSHIP FUNDS—the *Yes Fund* and the *Safety Net Fund*—are making it possible for nursing students to stay in school and thrive, showcasing the close relationship between philanthropic support and student success.

“While each student is part of a competitive program, and arrived with high scores, members of the scholarship committee consider more than applications and spreadsheets that list accomplishments and GPA,” said Andreia Lofthouse, Executive Director of Student and Alumni Relations at the school.

Committee members review as many as 200 student essays before meeting as a group. Each essay reveals a story—from single parents caring for children to students who have used their own savings to help family members diagnosed with chronic health conditions. “As I read each essay, I can feel the student’s pain,” Lofthouse said.

“Scholarship committee members pray at the beginning of each meeting to ask for divine guidance,” said Jackson Boren, Director of Alumni at the school.

“While we receive many requests that tug on our hearts, we are not able to award a scholarship to every worthy student,” said Nikki Gaitan, senior development officer at Loma Linda University Health. The committee began working with the dean’s office to explore ways raise more funds for scholarships, Gaitan said. “We had already started our work when we received a blessing,” she said. “I learned that a gift had been received from the estate of a donor who had named Loma Linda University School of Nursing in their trust.”

The unrestricted gift was used to establish two new scholarships: the *Yes Fund* and the *Safety*

Net Fund, she said.

The scholarship committee awards *Yes Fund* scholarships, while *Safety Net Fund* scholarships are distributed through the office of the school’s dean for finance. *Yes Fund* scholarships are unrestricted, which makes it possible for the committee to award scholarships to worthy students who otherwise would not qualify or wouldn’t receive support due to the overwhelming collective scholarship needs.

Safety Net Fund scholarships, which provide assistance for students experiencing one-time, temporary needs such as car repair or for emergency housing, may be awarded at any time.

LOMA LINDA UNIVERSITY SCHOOL OF NURSING: A CHANGING DEMOGRAPHIC

Student financial need is sometimes revealed as students visit the school’s Academic Center for Excellence for assistance with study skills or for exam analysis, said Bonnie Meyer, MS, Assistant Professor of Nursing and Director of the A.C.E. department.

Student body demographics at the school today differ from the makeup of classes 15 or 20 years ago, Meyer said. When she started teaching, the majority of Loma Linda University nursing students were supported by their





“After paying
for school bills
I knew I wouldn’t
be able to
afford glasses.”

—Anita Maciel

parents and were living at home or in the dorm, she said. “Now classes include first-generation college students and others who are older and who are pursuing nursing so they can create a better life for their children,” she said.

Meyer said students are hardworking and determined to take care of themselves, but sometimes obligations such as missing work or school to care for sick family members or other family issues place students at risk of dropping out.

“Loma Linda is an aspirational school for many of our students,” she said. “When we offer assistance, they often say they don’t want to take funds from someone else who may have a bigger need.”

The *Safety Net Fund* benefited Anita Maciel, a mother of three who had always dreamed of

becoming a nurse. Maciel turned to the Academic Center for Excellence School of Nursing for help improving test results.

Sara Allen-Larsen, RN, MSN, led Maciel through exam analysis, a service offered at the center. “As I observed Anita take the test, I suspected she might be having trouble with her vision,” Allen-Larsen said.

A visit to the eye doctor confirmed that Maciel needed glasses. “It turned out I was clicking on a lot of the wrong answers by accident,” she said. “However, after paying for school bills I knew I wouldn’t be able to afford glasses.”

Maciel did not expect help from the school, she said. “When I spoke with Sara Allen-Larsen about it, she looked into funding possibilities,” she said. “The *Safety Net Fund* made it possible for me to purchase glasses.”

VISION 2020

The Campaign for a
Whole Tomorrow

School of Nursing accelerates through Vision 2020 goals

VISION 2020, THE CAMPAIGN FOR A WHOLE TOMORROW, includes education as one of its four core components, creating increased funding for School of Nursing scholarships and endowments, faculty development and new educational approaches

The campaign is empowering faculty in their tireless pursuit of the school's goal—to provide an environment where all students can become caring, competent, professional nurses. "Our faculty are committed to preparing tomorrow's nurse—skilled health professionals who are deeply compassionate and are focused on treating the whole person," said Becky Bossert, PhD, RN, dean of the School of Nursing. "With the school's long, 112-year history, it is exciting to see loyal alumni continue to support areas they are passionate about, which inspires our young alumni to become involved."

Since Vision 2020 – The Campaign for a Whole Tomorrow began, School of Nursing alumni have donated \$7,686,164 to the school. Nikki Gaitan, senior development officer at Loma

Linda University Health, is heartened by the response. "Faculty often share the impact of these gifts with her," she said.

"Because our alumni so strongly support nursing student scholarships, our faculty fulfill their purpose every day, assured that high achieving students can stay in school," Gaitan said. "As they become nurses, these first-generation college students are changing the trajectory of entire families. For them, education changes everything."

Vision 2020 – the Campaign for a Whole Tomorrow, is an organization-wide, \$360 million campaign to foster education and research, clinical care and wholeness outreach at Loma Linda University Health for the benefit of the surrounding communities and the world. To learn more about this bold and comprehensive vision, visit lluvision2020.org.

If interested in contributing to the work and ministry of the School of Nursing, contact Nikki Gaitan at ngaitan@llu.edu or 909-558-3153.



Janelle Warren Receives President's Award for Nursing

By Jim DeTar



JANELLE WARREN, DNP, MS, FNP, received the President's Award at the Loma Linda University School of Nursing conferring of degrees ceremony on June 11, 2017. The university bestows the annual award on one exceptional student from each of its eight schools. Warren recently completed her Doctor of Nursing Practice degree through the School of Nursing.

Warren earlier earned an MS in nursing in 1997 and a BS degree in 1984, both from Loma Linda University. "Even though the healthcare field has more challenges today than it did in 1984, nursing is still the only profession that I would choose for myself," says Warren. "I owe my education and Christian nursing skills to my alma mater, LLUSN. I couldn't be more grateful to everyone at the school who have participated in my journey." She works as a post-operative nurse practitioner in Loma Linda University Medical Center's Urology Department.

During her career at the medical center, Warren co-developed the center's palliative care consultation service. That program's mission is to provide physical, emotional and spiritual relief to patients with a disease for which there is no known cure. Palliative care differs from hospice in that the patient does not have an illness with a prognosis of six months or less.

In recognition of her diligence, attention to details, clinical interventions and problem solving skills, Warren has received commendations from patients and families, her colleagues and supervisors. "My patients validate my

care daily as I receive words of thanks from the patients and their families," says Warren. "Many of them will come back and visit me weeks after surgery and call me on the phone [to share their appreciation]."

In 2010, Warren launched a project that created software to simplify the difficult male Foley catheterization process. The project also provides training to 200 nurses on how to use it.

During her three decades of service as a nurse, Warren has received various awards including the Daisy Award given by the Daisy Foundation "for extraordinary nurses."

The foundation's certificate said it was honoring her for compassion with patients and "how organized and knowledgeable she is. She has excellent communication skills and thinks of others before making any plans for days off."

Warren was inspired to pursue a medical career as a young girl at the side of her father, a physician, who was a role model and later a mentor. "My father was so good with his patients, and they loved him too. I saw how healing he was as a physician, and [it inspired me to pursue a career in nursing.]" Warren continues in her leadership role in the Urology Department, collaborating with 13 physicians, residents, interns and nurses in evaluations, diagnosis and care management for patients.





Mai Yaseen EMPOWERED

“It was a once in a lifetime opportunity to get this scholarship.. It was the kind of opportunity that if I didn’t take it now, I wasn’t ever going to get it again.”

By Jasmine Herrera

ONCE IN A WHILE, A WONDERFULLY UNIQUE OPPORTUNITY COMES ALONG and changes an individual’s life and perspective in ways they wouldn’t have ever expected. For one of Loma Linda University School of Nursing’s most recent PhD graduates, Mai Yaseen, this opportunity came along in 2010. Mai Yaseen was at her home in Saudi Arabia when she received the news that she was being offered an academic sponsorship to pursue her dreams of furthering her graduate education. Mai describes it herself as a unique combination

of joy followed by nervous excitement. “It was a once in a lifetime opportunity to get this scholarship,” says Yaseen. “It was the kind of opportunity that if I didn’t take it now, I wasn’t ever going to get it again.” Considering the esteemed nature of the offer, Mai decided to move to the United States and pursue her graduate studies.

After completing her Master’s program at University of California in San Diego, Mai knew that a strong Ph.D. program was the next step she wanted to take; but she needed to decide

on a school. She applied and was accepted to three different institutions, one being Loma Linda University School of Nursing. “The reason why I chose Loma Linda University was because of the Spiritual element of this school. I’m from a country where religion is integrated with everything, and education is especially connected with religion. When I saw that Loma Linda University had that, I was intrigued.” It was this component that swayed Mai’s decision to attend Loma Linda University.

Being in the United States for 8 years had brought its share of happiness and difficulties for Mai and her family. Prior to attending LLU she had experienced discrimination in other places because of her religious beliefs and Muslim heritage, but that didn’t discourage her journey. “Respect is something that is very important to me, I wanted to go to a place that made me feel welcomed and not discriminated.” On the contrary, it was this kind of adversity that

became the fuel she used to pursue more for herself and her family. The pursuit of something better paid off when she started her program at Loma Linda. “Respect is the basis of my religion. Although Loma Linda University is a faith-based institution with specific doctrine at its core, they respect other faiths, and ultimately people as well. Even if I didn’t follow the same beliefs they held, they still respected me as a human being. They live their values at Loma Linda University, and that’s very important to me.”

During her time at LLUSN, Mai Yaseen felt the kindness radiating through faculty, staff, and her classmates. “I knew from the beginning that it would be nice to be in a faith-based institution, but I never realized to what degree it would impact my experience there,” said Mai. “When I came here the first day, the way that they welcomed me was extremely different from what I had experienced in other places in the United States. I felt like I was home. They were always smiling and happy to help. The faculty

always provided me with such genuine support.” This isn’t to say that she never struggled with classes, or never reached a point of wanting to give up; but it was in those occasions that professors became mentors who not only taught, but encouraged her to power through. “The professors at the School of Nursing did everything they could to make me feel welcome. It was the same with the staff. The people here; they care, and *that* made all the difference.”

Near the beginning of her time in the program, Mai identified a great need in hospitals back in her home country, empowerment. She says, “If you want to satisfy your patients, you need to satisfy your nurses. If you want empowered patients, you need to have empowered nurses.” This isn’t a concept that most health professionals are familiar with in Saudi Arabia, but Mai was determined to understand the implications of it. It made the decision for her dissertation topic an organic and deeply meaningful one.

Mai studied the relationship between the quality of care that patients receive when nurses are empowered, versus the quality of care that patients receive when the nurses

interacting with them don’t feel empowered. The theme of empowerment is one that Mai observed even when she visited the campus. LLUSN strives to empower faculty, students and ultimately the patients who will be treated by our nurses one day. It is in the school’s DNA to prepare nurses to provide superior patient care and advocacy at the bedside and in the operating room.

Yaseen’s research provides an enriched perspective on how we empower our nurses and the outcomes it can bring. “When I return to Saudi Arabia, I plan to find a place to implement the work I’ve done on nurse empowerment and have an influence on a clinical setting.” In being our last international Ph.D. student, she also leaves a meaningful impression on the School of Nursing with her testimony; reminding us of the impact spiritual sensitivity can have across different cultures.





Always A NURSE FIRST

A Conversation with
Allison Ong, DNP, RN, CCRN

By Jackson Boren

LOMA LINDA UNIVERSITY SCHOOL OF NURSING ALUMNA **ALLISON ONG**, DNP, RN, CCRN has spent most of her life thinking about how she could improve patient care. “I’ve actually known since I was 10 years old that I wanted to pursue nursing administration,” says Allison of her adolescent aspirations. “After school and during the summer I spent a lot of time helping out at a board and care in Pasadena where I was raised. It was my first exposure to healthcare and it wasn’t a great experience, but it drove me to realize I should be a nurse.” Ong goes on to describe the issues she witnessed, saying, “The caregivers didn’t provide the best care for the patients, except for when the facility was under review. I would talk to the owner and suggest all sorts of activities and simple things we could do to improve the patients’ lives and I would always get shut down, like ‘Whatever, you’re a 10-year-old.’ So that sparked something in me that made me see nursing administration as my path from the very beginning.”

When Allison started the LLUSN undergraduate program in 2007, the spark remained, although the foundation of her education was not without challenge. “Growing up, Loma Linda University School of Nursing seemed like this unattainable goal. I always laugh now because I thought getting into nursing school would be the hardest part. Getting out alive was the hardest part.” Ong highlights the value of comradery amongst nursing students, “Your approach to survival and success as a nurse starts in these shared experiences with your peers. You cry together

and bond for so many reasons. So many scary, new experiences that you become close through. It's so intrinsic to the process [of becoming a nurse] and I couldn't imagine having gone through it anywhere else."

Allison attributes the exceptional support and guidance of the faculty to her success in and beyond the undergraduate program, saying, "As much as I find it important to have mentors I think it's much more important to have the right mentors. There are so many valuable mentors within the LLUSN faculty, one in particular was my leadership teacher, Dr. Nancie Parmenter. When my peers were pursuing nursing anesthesia or to be a nurse practitioner, she ignited the interest in me that leadership was exciting." After graduating, Ong was working as an ICU nurse at Loma Linda University Medical when she found herself at a crossroads in her career. She recalls a particularly significant conversation with Dr. Parmenter that confirmed administration was her true calling. "I spoke to Dr. Parmenter about whether I should do my Master's in nursing administration. Her question to me was: 'Are you a nurse first who happens to be an administrator? Or are you an administrator who happens to be a nurse?' That question has changed my life. If she had asked me that in nursing school I would've said hands down administrator first, nurse second. Having now had experience as a nurse, on the unit, at the bedside, I will always be a nurse first, who happens to be an administrator."

As the Director of Patient Placement and the Transfer Center for Loma Linda University Medical Center, Allison is responsible for making sure that patients throughout the institution receive appropriate bed assignment and placement. "The transfer center ensures that patients within LLUMC, as well as from outside facilities are able to access the tertiary and quaternary care we are able to provide here, which is something that is near and dear to my heart. We are the only level one trauma tertiary and quaternary care center not only in San Bernardino County but also in the surrounding counties so the amount of patients we can care for is tremendous." Managing care from a macro level hasn't changed Allison's personal perspective on it. "It goes back to my experience as a 10 year old in that board and care; I take it as my responsibility that any patient within our system is ours, so we need to do our best for them. As leadership we can't lose sight of that. At the end of a meeting, is the decision you made going to help patients or not? If we have engaged staff who are equipped with the tools that they need, that positive patient experience is going to happen and they will receive the care they need."

"Are you a nurse first who happens to be an administrator? Or are you an administrator who happens to be a nurse?"

That question has changed my life.

The revelation that unlocked Ong's leadership philosophy was to be a nurse leader who takes care of nurses so they can then take care of patients. She cites the inspiration of another mentor, Jan Kroetz, Loma Linda University Medical Center Chief Nursing Officer. "You have to be passionate about patients and staff and I think those two have to be an equal priority. I could probably work in the ICU for my entire career and take care of 2 patients pretty well. But why not take care of nurses so that they have the ability to take care of their patients?" With this vision in mind, Allison also stresses the importance of humility and gratitude when leading. "Recognizing and appreciating everyone's role and importance is key. I know there are sometimes attitudes of superiority between different types of nurses. Leadership has no place for that. I'm not smart enough to be a med surg nurse with a comprehensive recall for 5 different patients at all times. I completely admire those nurses. We must appreciate our differences."

What affirms Allison's journey to leadership is her passion for improvement. "Throughout my education and my career, I have been in the pursuit of better. In order for me to be satisfied, I have to find significance in the work I do. Why is this important and how does it fit in the big picture?" The big picture is where Ong and many other nursing administrators like her thrive. "It's an opportunity as nurses to build the future. There is a satisfaction in knowing that you have fixed the system as opposed to fixing one problem. I've had the satisfaction of taking care of my two patients, saving their lives or help them to a better quality of life. But then when you have the satisfaction of creating a process that every single patient on your unit, in your hospital is able to experience and benefit from, the return on that investment of time and effort is far greater. It's shaping the landscape of care in your institution."

LLUSN Class of 1967: A JOURNEY OF GIVING

LLUSN Class of 1967's historic \$1.15 million class gift is the largest from an honored class in the school's 112-year history.



By Nancy Yuen

THE SCHOOL OF NURSING CLASS OF 1967 MADE **HISTORY** earlier this year when they announced their \$1.15 million class gift during Loma Linda University Health's inaugural One Homecoming. Their gift is to date the largest amount given by an honor class to the School of Nursing, and it was used to create the Llanona C. Olson and School of Nursing Class of 1967 Endowment Fund.

Three hundred people were in attendance during the School of Nursing alumni brunch at the Mission Inn & Spa in Riverside on March 5 as the class who received their BS degrees in 1967 was honored.

As members of the class gathered on stage to present the gift to School of Nursing Dean Elizabeth Bossert, PhD, Nikki Gaitan, senior development officer, announced the amount of their gift from the podium. As she said the words

"\$1.15 million," Gaitan said she remembers hearing a collective gasp from the audience followed by spontaneous applause and cheers.

"The School of Nursing is excited and appreciative for the foresight and generosity of the class of 1967 in providing such a significant gift," said Associate Dean Susan Lloyd, PhD. "It will allow the formation of a systematic approach to faculty development and evidence based practice and research."

Lloyd also said the gift will enable students to reap many benefits previously unavailable to them to become more skilled as research and evidence based practitioners.

"It has been a goal of the school for a number of years to enable faculty and students to become collaborative in the provision of best practices, quality improvement and research for improved

The Class of 1967
in class in Nichol
Hall, the School
of Nursing's
original location.



patient outcomes,” she said. “This gift will allow faculty to strengthen our programs through nursing science curriculum and nursing practice, increasing our ability to compete with other universities.”

Plans for the class gift began in 1992 when the members of the class of 1967 attended the School of Nursing Homecoming Banquet honoring them for their 25th anniversary.

Classmates Mellissa Rouhe, Leigh Anderson and Jean Burgdorff were present to see the joy experienced by the class of 1942, the 50-year honor class, as they were recognized and presented their class gift.

“I’ve been blessed throughout

my life. Giving back to LLU, the place that trained me and where I had such good experiences was obvious. Our class started thinking about what we wanted to do as we anticipated 2017, when we would be recognized as the 50-year honor class,” Burgdorff said.

To enable such a significant gift, the class drew on bonds they had formed while in school. Many of the class of 1967 knew each other before they entered nursing school. Eight had been friends in college, six

had attended high school together and Burgdorff had known one of her classmates since first grade.

Though many members of the class moved away after graduation, they kept in contact. Every year the class created a Christmas letter with greetings and updates about their lives — 2017 will mark the 50th year that the tradition has continued.

The 25 years passed quickly, and as the class planned fundraisers they were inspired to support the nursing school’s long-term development and growth. “When you give back to your alma mater, it’s important to realize that things change,” said Mellissa Rouhe.

“I think it’s important to look into

the future so that when you think of a class gift, you think of something that’s going to help the faculty to be the best they can be,” Rouhe said. “You want to attract students who want to come to a university that offers them as many opportunities as possible.”

“You always want the school you went to to be successful and to train people to be the best that they can be. That’s why I gave,” said Burgdorff.

Burgdorff’s sentiment is echoed by Anderson. “I have a heart for the School of Nursing because it changed my life and in a small way I feel I was able to change the world,” she said.

Rouhe shared her excitement about the class gift with her aunt, Llanona C. Olson. “I was very close to her; she’d never had children and was proud of the fact that I’d gone to nursing school. I asked her if she would be interested in being part of our class gift.”

While she didn’t ask her aunt for a specific amount, Rouhe asked if she would be willing to join the class so they could make a significant 50th anniversary gift. “She said she would be happy to do that.”

Rouhe was surprised to learn that her aunt had changed her will and had included the class of 1967 in it. Her aunt recently passed away and her home and its contents are part of the gift.

“The heart of this class gift for me are the stories,” said Gaitan. “While Mellissa Rouhe’s aunt didn’t attend the School of Nursing, the gift she gave reflects each of the gifts — each one represent a life’s work, a lifelong journey and the desire to give back.”

Gaitan recalled another gift that she calls an angel gift given by the wife of a pastor of a tiny church in Alabama. “Her gift of \$20 was all she could give but she wanted to give back to the school.”

When Gaitan began to work with members of the class two years ago, she was able to help them meet their goal through special types of gifts that included blended gifts and outright gifts.

HOMECOMING WEEKEND 2017





Loma Linda University School of Nursing's 2017 Homecoming Weekend

was notable for many reasons. In addition to celebrating 112 years of excellence in nursing education and a growing alumni of 9,687 graduates, the historic weekend also marked the first time LLUSN shared Homecoming with the rest of the University's 8 schools. The Homecoming festivities gave alumni a chance to reconnect as they toured the school, participated in continued education courses, hosted class reunions and attended the LLUSN Homecoming Brunch at the Mission Inn Hotel in Riverside to honor the classes of 1957, 1967, 1977, 1992 and 2007.



Alumni of the Year



Marilyn Bennett-Justesen,
BS, MSN,
MPH, RN –
Class of 1967

Marilyn Bennett was born in Orlando, Florida on January 27, 1944. In her youth, her parents Harry and Ercel Bennett, moved their family to Africa to serve as missionaries. Between living in Rwanda, Burundi, and South Africa, Marilyn had learned 5 languages by the age of 11.

Upon her return to the United States, she attended Takoma Academy, Southwestern Adventist Junior College, and chose Loma Linda University for her nursing education. Marilyn graduated in 1967 with a BSN degree, and shortly after was asked by the General Conference to go to Saigon Adventist Hospital in Vietnam as a missionary nurse. Marilyn started the only school of nursing for the Vietnamese people during the Vietnam War.

During her life, Marilyn's ministry has taken her to over 112 countries. She's held clinics in Borneo, volunteered in Nepal, at took an expedition to Mt. Everest.

In 1975, Marilyn graduated from Loma Linda University with her Master's in Public

Health. Missions came natural to her, so she started the SIMS program at LLU. As faculty at the School of Nursing, she was selected as a nurse advisor on a project to develop in Tanzania, Africa. During this time 5,000 midwives were trained and 18 local village midwife schools established.

After completing her Master's in Nursing in 1983, she returned to Africa as a missionary nurse. Upon returning to the states, she met her husband, Jerry Justesen, a widower pastor with 2 sons in New York. Later, she re-entered the teaching field when her husband's ministry led them to North Carolina. Her love for teaching and her ability to selflessly work in the mission field and professional nursing field has been recognized many times. Marilyn feels that Loma Linda University gave her the foundation she needed for a life of service. Her mission has always been to work for God, and to make the world a bit better for living in it.

Michelle Ballou, MS, PCNS-BC, RN – Class of 1992

Michelle Ballou's LLU experience began at birth; she was born at Loma Linda Medical Center. Michelle learned her passion for healthcare while at Pacific Union College, then transferred to La Sierra University, which then led her to Loma Linda University to complete her BS. She was on the Dean's list at LLUSN from 1989-1992, inducted into Sigma Theta Tau International in 1992, and graduated LLUSN cum laude in 1992.

Michelle married her husband, Ken and served in the field of pediatrics at LLUMC and later at hospitals on the east coast where her husband was stationed in the Air Force. After the birth of their 2 children, Michelle focused on her family for several years, but continued practicing her pediatric nursing skills in her own home "clinic!"

Michelle's family eventually moved back to Southern California where she began working as a school nurse at Loma Linda Academy. Then began teaching in the Basic Skills lab at Loma Linda University School of Nursing. This experience re-emphasized her desire to attend graduate school. She successfully completed the Clinical Nurse Specialist program at LLUSN and graduated with her Master's Degree in 2012, where she received the Dean's Award for excellence at her graduation program.

Michelle has been involved in many facets of the undergraduate program at LLUSN since, and currently teaches in Child Health Nursing and Nursing Research. In addition to her work as an assistant professor at LLUSN, she has published in the Clinical

Nurse Specialist: The International Journal for Advanced Nursing Practice.

Michelle's husband, Ken, practices medicine in Redlands, and their 2 children, who are now 18 and 21 are both attending college.

Michelle will pursue her PhD in nursing when the time is right, but as of now she is enjoying this stage. She is thrilled to work closely with future nurses, spending time nurturing and enriching their growth. She says it is rewarding to be present when her students have those "ah-ha" moments in learning what it *really* means to be a nurse.



Homecoming Honor Classes & Merit Scholars



Class of 1957A



Class of 1957B

1957A: Esther Sellers, Anita Gilbert, Marilyn Lance, Melba Anderson Smith **1957B:** *Front:* Pat Dickinson, Erma Baker, Lynette Youngberg, Gloria Kerley-Jacobson *Back:* Eleanor Keller, Gwen Hawkins, Carol Beckett Whiting Johnson, June Hibbard, Hedwig Kneller Toombs, Carolyn Serrato



Class of 1967

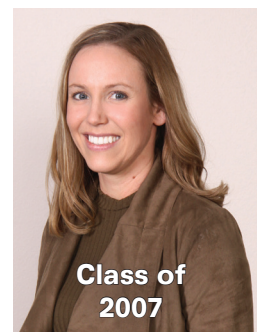
1967: *Front:* Marilyn Johnson, Marcia Hamel Politi, Marilyn Bennett, Carol Mock, Sandra Ryerson Silberstein, Opal Bernice Bornstein, Patricia Abdelnour *Middle:* Dona Stewart, Gail Rice, Leigh Anderson, Melissa Rouhe, Carolyn McFarland, Rebecca Williams, Jean Burgdorff, Bonnie Smith, Constance Welebir, Cheryl Smalley *Back:* Anita Bennie, Jeanette Oxentenko, Madelyn Kingbeil Callender, Patricia Collins-Billings, Faye Heath-Pitman, Flo Lowe, Karen Dybdahl-Smith, Eileen Snell, Donna Archer, Cheryl Couperus



Class of 1977



Class of 1992



Class of 2007

1977: *Front:* Lynn Standley, Cheryl Nelson Sjoboen, Dexter Emoto, Patty Buchanan, Joyce Waite Cox *Back:* Betsy Roda Jabola, Deborah Decker Clark, Janice Kimbrough Cabrera, Kathi Morris Wild, Karen Franck Tracy, Cyndi Woodward Atkinson, Candice Anderson Tidwell, Christine Lee Kaunitz, Emma Lucas Tadiarca **1992:** *Front:* Sara Ojeda Lopez, Mindy Tobola-Danlag, Gladys Aguila-Lucero, Romelle Sarmiento-Larsen, Myrna Bagingito-Lau *Back:* Angela Lesko-Webley, Ruby Aguilar MacMitchell, Patricia Pascal-Salkey, Julie Taylor Cross **2007 (Undergraduate):** Julie Carson-Strasser



Merit Scholarship Winners

Back: Rachel Tohm, Kristin Stagg, Bianey Munoz, Erika Cortes, Alex Capuchino, Kayla Caparas; *Front:* Kevin Salgado, Huynh Nguyen, Yeji Shin, Jonathan Llamas, Joshua Walker, Sandra Edpao, Sandra Jaroszewski, Autumn Orozco

A photograph of a commencement ceremony. In the foreground, the back of a man in a black graduation cap and gown with gold stripes on the sleeve is visible. In the background, two women in graduation gowns are smiling. One woman is wearing a blue gown, and the other is wearing a black gown with a yellow stole and a green lei. She is holding a black diploma cover that says "LOMA LINDA UNIVERSITY". The background is a dark blue wall with a single light fixture.

Commencement 2017

PREPARED TO SERVE

THE EVENING BEGAN with the sound of nervous excitement as the graduates from the School of Nursing stood in line to march into the gymnasium at the Drayson Center. Over 170 undergraduate students and 55 graduate students waited in anticipation as the final commencement ceremony of 2017 was about to begin. Multiple degrees were being conferred, ranging from BS, MS, PhD, and DNP on June 11, 2017.

Nursing graduate Leroy Henry, who earned his bachelor's degree, said, "I was never alone on this journey, and I honestly believe I would not have made it to this point without divine intervention."

Commencement speaker Patricia Benner, PhD, welcomed the class of 2017 into the world of nursing, which she called the "most wonderful, diverse and at times terrifying profession." Benner is professor emerita at the University of California San Francisco's School of Nursing.

A career in nursing exponentially increases the capacity to care for others and an understanding of the incredible resilience, hope and strength of mankind," Benner said.



But she also warned the graduating nurses to avoid the temptation of getting lost in “the grandiosity of the rescue” by remaining aware that they, too, are vulnerable and finite. “The nurse’s focus should be on providing care, not the talents of the caregiver,” Benner said.

“Our common humanity,” she finally said, “should be remembered in showing mercy, curiosity and conscientious communication.”

A feeling of comradery swept across the room, as senior class presidents Rachel Tohm and Hillary Escamilla asked all nurses attending the ceremony to stand and recite the Nurses pledge.

Family and friends alike eagerly listened for their loved ones name as the conferring of degrees began. Cheers echoed as one by one students

accepted their diploma and waved to the people who had supported them throughout the process. In a unique and touching moment, undergraduate students cheered and stood as one of their professors, Shaunna Siler, walked across the stage to receive her PhD diploma.

Qualities of service, academic excellence and innovation were lauded in a number of graduates who received awards during the ceremony.

- **President’s Award:** Janelle Warren, 2017 graduate with a doctorate in nursing practice
- **Dean’s Award, Undergraduate Degree:** Rachel Tohm
- **Dean’s Award, Graduate, Master’s Degree:** Sandra Edpao
- **Dean’s Award, Graduate, Doctorate of Nursing Practice:** Stephanie Keeth
- **Dean’s Award,**



Graduate, PhD: Shaunna Siler
• Dean’s Award, Faculty of Graduate Studies: India Medley, PhD recipient

Additionally, the school awarded the **Lifetime Service Award** to Maxine Darling, MS, retired operating room supervisor at Loma Linda University Medical Center and a 1960 Masters graduate of the School of Nursing. Faculty and students responded with a standing ovation.

As the ceremony came to a close and the noise began to subside, many people reflected on the School of Nursing’s vision statement: Preparing tomorrow’s nurse.

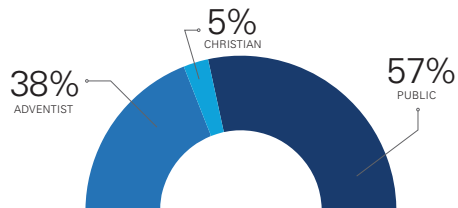
“Truly we are so proud of you,” said Provost Ronald Carter, PhD. “You are prepared to serve mankind.”



Class of 2017 BY THE NUMBERS

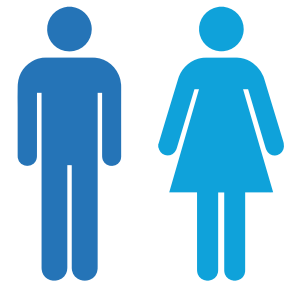


B.S. GRADUATES



PREREQUISITE COLLEGE

CLASS GENDER



21% 79%

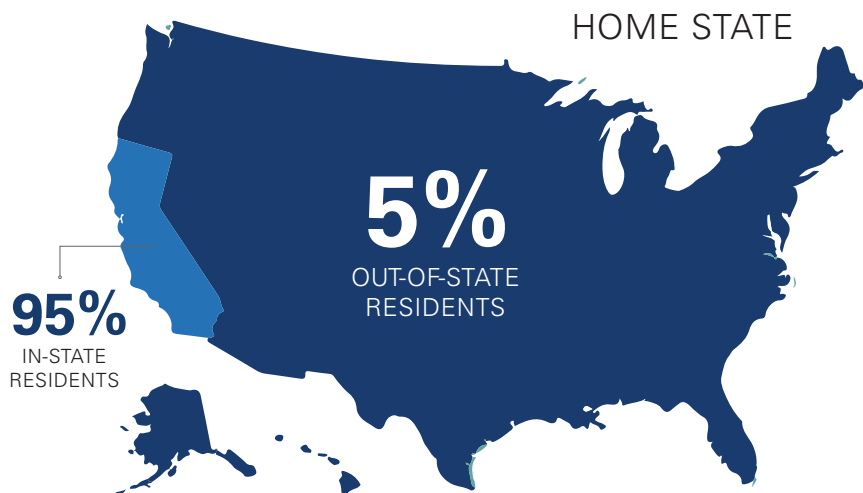


MARITAL STATUS

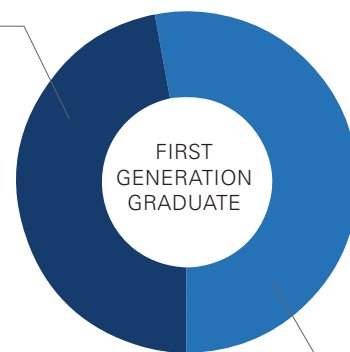
89% SINGLE
11% MARRIED

SECOND DEGREES





47%
NOT FIRST
GENERATION



AVERAGE AGE

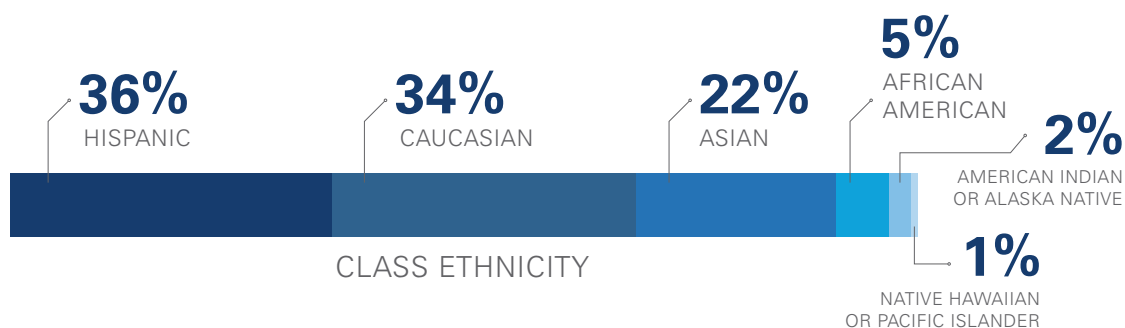
30

53%

FIRST GENERATION
GRADUATE



RN-to-BS
20





LLUSN Seeking Early-Career PhD Candidates

Loma Linda University's School of Nursing has reopened applications for its PhD program following a two-year retooling effort to offer more flexible classes and attract nurses early in their career.

LOMA LINDA UNIVERSITY'S SCHOOL OF NURSING is aiming to attract an early-career cohort of PhD applicants in their 20s and 30s, similar to the educational trajectory of other industries.

"Drawing candidates earlier in their career could mean a greater number of nurses with the opportunity to sustain a longer career in research they are passionate about," said Ellen D'Errico, PhD RN NEA-BC, an associate professor and the school's PhD program director.

"Our graduates get to further their career as health care leaders or get involved in academia as researchers, faculty, and developing the next generation of nurses, which many people find exhilarating and rewarding," D'Errico said.

The two-year retooling effort was important for the program. It now includes more distance learning and an enhanced flexible program.

Applications for the autumn cohort reopened after an examination of how to best serve potential students revealed lessening demand for face-to-face only teaching methods. Current candidates will finish with the existing format while new doctoral candidates will spend several days on campus each quarter. Plans are also in the works to utilize more distance learning options.

With the retooling effort, School of Nursing administrators are anticipating a larger pool of qualified applicants wanting a more flexible program and go on to work as nurse scientists, leaders and faculty.

The school offers a post-baccalaureate PhD program and a Master's entry PhD. The school offers the only nursing PhD program in the

Seventh-day Adventist Church's international education system.

Both administrators and students say professors mentor students to make sure they accomplish their goals. "If you commit to us, we commit to you," D'Errico said. "Some students who attend larger universities can fall through the cracks," she said, referring to the phenomenon as ABD — "All But Dissertation."

"Fifteen students have successfully completed the program. We stand by our students," said D'Errico.

The program launched in 2002 as a year-round program and later included summer intensives. The program is now designed to be more accommodating to working nurses' schedules. "They [did everything they could] to help me finish my degree," said Mai Yaseen, a 30-year-old native of Saudi Arabia who has one child.

Yaseen, who started the program with a BSN and a Master's degree in health care leadership, said she didn't have as much experience as a nurse compared to other nursing PhD candidates she's encountered, but was pleased that the School of Nursing took into account her age, life experience and goals.

"This was my dream and my dad's dream to advance in life," she said. "A PhD will offer me a lot of opportunities when I get back home in hospital administration, as a researcher or as faculty."

Hazel Ada, director of nursing education and training at White Memorial Medical Center in Los Angeles, said she is earning her PhD at the School of Nursing to serve as a role model for both her family and colleagues. "I see a lot of nurses interested in innovation and research, and I'm interested in helping more nurses who want to do that," Ada said. "You can apply nursing research wherever you are and for all kinds of specialties."

The Impact of Screen Time on School-age Children's Physical and Mental Health

THE ADVANCEMENT OF TECHNOLOGY in the 21st century has brought a new generation of younger school-aged children (6–12 years) into a digital world where a large percent of their daily communication and social interaction is through electronic devices. Since today's devices are easy and simple to use, more parents are allowing their young children to learn and play on them without understanding the potential long-term health consequences on their physical and mental health. Currently there is a lack of research studies in this area across the different pediatric age groups. "Health care professionals and researchers are desperate for more data so that more specific parental guidelines on the use of electronics can be established," notes School of Nursing professors Fayette Truax, PhD, RN, CPNP, and Kimberly Buck, DNP, RN, CPNP.

On average, children 2 to 11 years old spend approximately 103 hours a month watching television, 12 hours playing video games and 4.5 hours using the Internet on a computer, according to Pew Research Center. "Consequently," Buck adds, "children are spending less time outdoors being active and more time consumed by computers and tablets for entertainment purposes. These sedentary behaviors are predisposing children to chronic conditions that could potentially be prevented." Multiple studies in older pediatric age groups indicate the effect screen time has on the physical and mental health of children, including failed vision, overweight/obesity, depression-like symptoms, anxiety, poor sleep, and poor



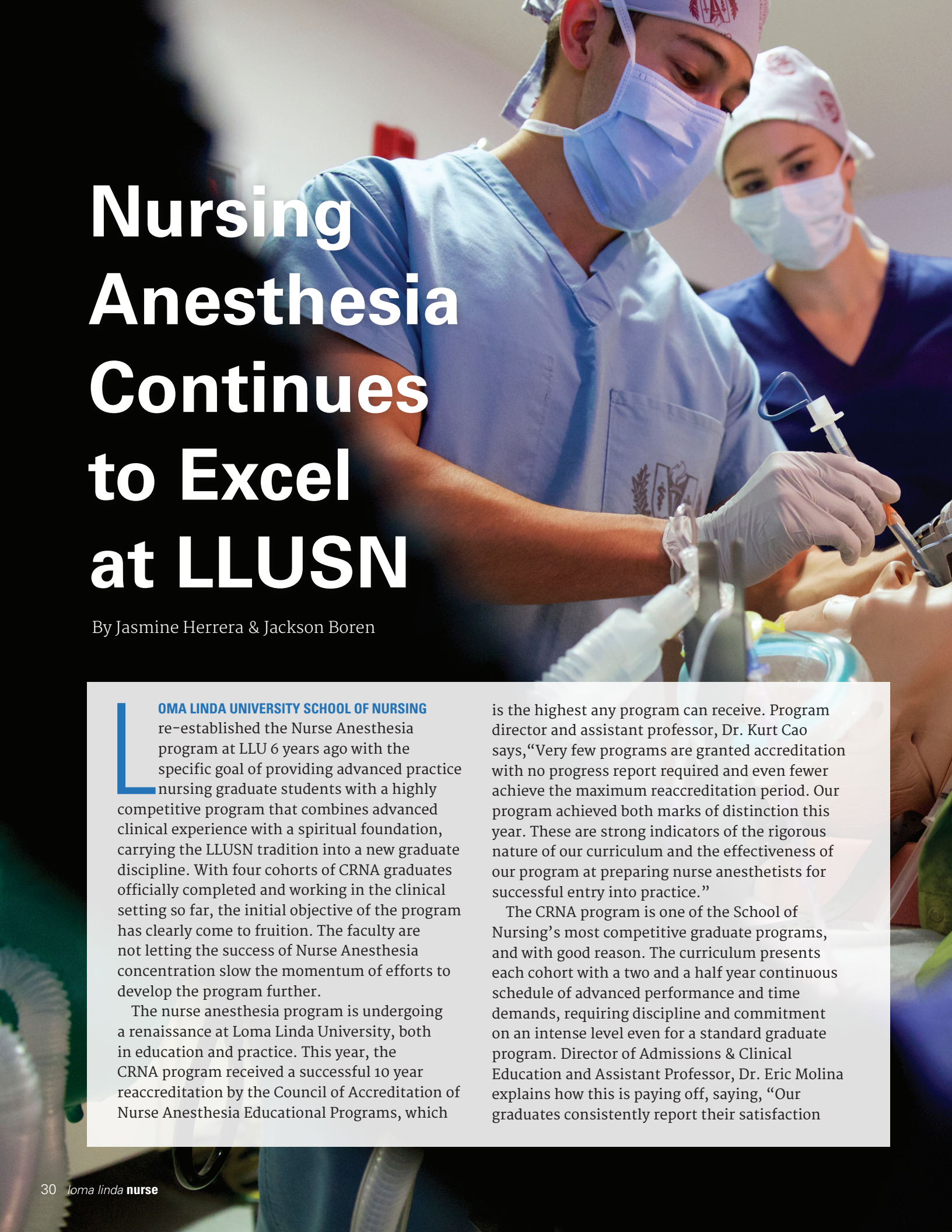
academic performance. "If the physical and mental health needs of these children are not addressed early on, the long-term effects can be detrimental as they become adults," reports Truax and Buck.

Their study involved surveying 250 parent-child dyads at two pediatric primary health care clinics located in low-income areas of Riverside County. The surveys ask parents to answer questions about their school-age children's use of electronic devices, general academic performance, sleep habits, and anxiety including moods and feelings. In addition phase two of their study, which will be carried out fall of 2017, will involve interviewing parent-child dyads to explore the phenomenon of screen time bargaining. "The research results should help provide a better understanding of school-age children's use of electronic devices and the potential negative impact it can have on their physical and mental health. In addition, it will bring awareness to both primary health care providers and parents/guardians to monitor screen time use more carefully in younger children," according to Truax.

At this time, both Dr. Truax and Dr. Buck are practicing pediatric nurse practitioners in pediatric primary care clinics. In addition, both currently teach in the graduate nursing program at the School of Nursing. Dr. Buck coordinates the pediatric primary care nurse practitioner program while Dr. Truax is doing research and teaching in the PhD program. Both have a strong passion to improve the health of the children they serve. "Our future goal is to utilize a collaborative approach aimed at fostering parent-child dyads and cultivating a community that embraces healthy lifestyles for children."



Dr. Buck and Dr. Truax work to understand the full impact of active tech use on adolescent health.



Nursing Anesthesia Continues to Excel at LLUSN

By Jasmine Herrera & Jackson Boren

LOMA LINDA UNIVERSITY SCHOOL OF NURSING re-established the Nurse Anesthesia program at LLU 6 years ago with the specific goal of providing advanced practice nursing graduate students with a highly competitive program that combines advanced clinical experience with a spiritual foundation, carrying the LLUSN tradition into a new graduate discipline. With four cohorts of CRNA graduates officially completed and working in the clinical setting so far, the initial objective of the program has clearly come to fruition. The faculty are not letting the success of Nurse Anesthesia concentration slow the momentum of efforts to develop the program further.

The nurse anesthesia program is undergoing a renaissance at Loma Linda University, both in education and practice. This year, the CRNA program received a successful 10 year reaccreditation by the Council of Accreditation of Nurse Anesthesia Educational Programs, which

is the highest any program can receive. Program director and assistant professor, Dr. Kurt Cao says, “Very few programs are granted accreditation with no progress report required and even fewer achieve the maximum reaccreditation period. Our program achieved both marks of distinction this year. These are strong indicators of the rigorous nature of our curriculum and the effectiveness of our program at preparing nurse anesthetists for successful entry into practice.”

The CRNA program is one of the School of Nursing’s most competitive graduate programs, and with good reason. The curriculum presents each cohort with a two and a half year continuous schedule of advanced performance and time demands, requiring discipline and commitment on an intense level even for a standard graduate program. Director of Admissions & Clinical Education and Assistant Professor, Dr. Eric Molina explains how this is paying off, saying, “Our graduates consistently report their satisfaction

on their readiness for practice. Graduates enter all types of practice settings (hospital, private, surgery centers and office-based) and send back praises to the LLUSN CRNA program for the structure and design of the clinical phase which prepared them to hit the ground running.”

Against the backdrop of the program’s high demands, the performance of the most recent graduating CRNA cohort is a perfect reflection of the high quality of students being accepted. It is with great joy and humble spirits that LLUSN celebrates the CRNA Class of 2017’s 100% National Certification first time passing rate, as well as 100% employment within 6 months of graduation. “10 year accreditation and 100% first-time pass rate are benchmarks for any program’s quality and effectiveness,” says Dr. Molina regarding the significance of the marks. “Our faculty have over 50 years of training students and diversity in professional practice history. We have focused the CRNA program to provide quality training, expert faculty, student friendly course progression, and evidence-based education which has shown excellent outcomes in a short period of time. The quality of our graduates continues to exceed expectations and has created a high demand to hire our graduates right out of training.”

Dr. Susan Lloyd, Associate Dean of the Graduate Program at LLUSN, describes the importance of the continuing momentum of the program saying, “Advanced Practice Nurse Anesthesia students have traditionally been trained with Master’s degrees to provide anesthesia administration to different patients, populations and communities in many different settings. Currently there is a national push to expand CRNA education to the doctoral level from certification and accreditation bodies. LLUSN is responding to this need to provide higher level curriculum and programming. This will enable students to become clinical scholars with leadership skills in order to translate evidence based care into practice, change systems of care, and measure patient outcomes.”

In order to prepare future CRNA students to succeed and lead in today’s ever changing healthcare landscape, LLUSN is now on track to transition the program from a Masters degree to a doctoral degree. Assistant Professor, Dr. Vanessa Jones-Oyefeso adds to this, saying,

“The transition to an entry-level DNP degree program represents a significant advancement of the program’s curriculum and clinical training that has made it such a success. Additionally, students will obtain doctoral training in leadership, policy, finance, ethics, and the skills necessary to plan, implement, and evaluate evidence-based strategies.”



Even as LLUSN takes steps to continue its proud tradition of excellence in clinical practice, education and research, the program is also staying connected to the roots of its legacy as well. An entire generation of LLU graduates went through the Nurse Anesthesia program at the School of Allied Health in between 1974 and 1982 before the program closed and was reestablished in the School of Nursing 30 years later. In 2016 LLUSN held its very first CRNA Alumni Reunion, bringing together CRNA graduates of both generations for the first time ever and marking the official unification of the two alumni bodies as one. Dean of the School of Nursing, Elizabeth Bossert says, “Bridging the gap between the two generations of nursing anesthesia alumni was an important moment for LLUSN as it provided historical context to the great work our students are doing today.”

The ultimate goal of the program is to prepare LLUSN’s CRNA students to be the highest quality of nurse anesthetists in practice, with a unique foundation of expertise and faith at the core of their patient treatment. The LLUSN CRNA program is humbled and proud of the continued changes and developments it has seen over the years. With God’s continued guidance and the concentrated dedication of the faculty and students, the program is poised to play a key role in the continued growth of the LLUH nurse anesthesia department in support of the Vision 2020 campaign.

School of Nursing cuts tuition in half for RN-to-BS program

By Nancy Yuen



LOMA LINDA UNIVERSITY'S SCHOOL OF NURSING has reduced tuition for its RN-to-BS degree program by nearly half in order to make the program more accessible for working nurses.

Tuition was reduced to \$19,600, down from \$35,000, to attract more working nurses who wish to complete their bachelor's of science degree in nursing, said Joanna Shedd, PhD, CNS, RN, program director of the school's RN-to-BS in nursing program.

Nurses who complete the program open the door to greater professional opportunities including working as a nurse manager, supervisor or charge nurse, Shedd said.

She said nurses practicing with an associate's degree who have been unable to complete their BS degree due to high tuition costs or because of stringent prerequisite requirements are encouraged to try again.

The school's RN-to-BS degree program is now fully online and is

structured to accommodate schedules of working nurses by allowing them to complete it full- or part-time.

Students in the program will explore areas of professional interest, including public health nursing, management and research under the guidance and instruction of expert and caring faculty. The faculty is committed to helping each student reach the highest level of success possible, Shedd said.

"Our faculty care about every student," she said. "The students in our program are not just a number."

Student evaluations support this. "The professors are easy to meet with or reach via phone or email," wrote one student. "The teachers get to know the student and care in this program," commented another.

PROGRAM VITALS

School of Nursing faculty are taking great care to decrease the anxiety of

nurses who are considering going back to school to pursue a BS degree after having worked as a nurse for as many as 10 or more years, said Andreia Lofthouse, Executive Director of Student and Alumni Relations for the school.

Nurses who may have inquired about the program several years ago will benefit from changes to program requirements, she said.

Applicants are no longer required to have taken physics or a second language, and there is no longer a five-year limit to have completed science courses if they are working full-time as a nurse, Lofthouse said.

Nurses are encouraged to contact the school's office of admissions before submitting an application. "We are committed to students even before they apply," she said. "We review transcripts and provide guidance as nurses complete prerequisites for the program in schools in their area."

2017-2018 New Faculty

1. ANGELIKA ASHBURN, BSN, CCRN

Angelika graduated with her BS from Loma Linda University School of Nursing in 2002 and then went on to complete a Master's in the Family Nurse Practitioner program at the school. She is currently working as a Critical Care Transport Nurse at Loma Linda University Medical Center and before that she was a Medical ICU RN for nearing 13 years. She is joining the LLUSN faculty as a Clinical Instructor for Critical Care and other areas.

2. JANET DONNELLY, PHD, RN-BC, ACNS-BC, PCCN

Janet is a Master's graduate of the LLUSN's Class of 2007, focused in Adult and Family Health as a Clinical Nurse Specialist. For the past 9 years she has served in her current role as a unit-based CNS for the neuro trauma and stroke progressive care unit at Sharp Memorial Hospital. She completed her undergraduate degree at Loretto Heights College (now university) in Denver, CO in 1976.

3. LAURA GIL, BS, RN

Laura graduated from LLUSN's undergraduate program in 2013. She has worked for 3 years as a Labor and Delivery RN at Redlands Community Hospital, where she will continue to work on a per diem basis. As an OB instructor, she will be assisting in the classroom, as well as rotating students through 5 OB-related departments at LLUCH including Antepartum, Labor and Delivery, Post Partum, Nursery, and the Neonatal ICU.

4. LAURA RATY, BS, RN, CCRN

Laura is an undergraduate alumna of the LLUSN Class of 2007 and is currently a graduate student in the Family Nurse Practitioner program. She has worked at LLUH for the past 10 years in the ED, PICU and currently the Cardio Thoracic Surgery Unit. She will be joining the faculty as the course instructor for Critical Care.

5. DOMINIQUE SANDERS, BS, RN, PHN

Dominique graduated from LLUSN's undergraduate program in 2012 and is currently in the last year of her Doctorate in the Psychiatric Nurse Practitioner program at Azusa Pacific University. Prior to joining the faculty at LLUSN she was a psych nurse at the Loma Linda University Behavioral Medicine Center and a public health nurse for Riverside County Department of Public Health under the Maternal, Child, Adolescent Health branch, working in 2 programs: Field Case Management and then Black Infant Health.

6. KRISTEN SCHILLING, MS, RN, PCNS-BC

Kristen is an alumna of both LLUSN's undergraduate (2012) and graduate (2015) programs. After finishing the Master's in the CNS program, she went on to teach at Rogers State University's undergraduate nursing program in Claremore, Oklahoma. She was also the skills lab and simulation coordinator as well. She will now be teaching the in the LLUSN CNS DNP program.

7. JOANNA YANG, DNP, FNP-BC, ACNP-BC, ANVP-BC

Joanna graduated from LLUSN's graduate program in 1996 and completed her Doctorate of Nursing Practice degree from University of Alabama in 2013. Prior to joining the faculty at the School of Nursing she was working as a Stroke Nursing Practitioner and Stroke Program Coordinator for LLUH.

8. LISA HANSON, BSN, TCRN, RN

Lisa received her BSN from the University of Oklahoma in 2009 and is currently working on her MSN in Education through Western Governors University. She has worked at LLUH since 2010, first as an NICU Clinical RN and more recently in the ED. Lisa has been a contract clinical instructor for LLUSN since 2016. Starting in the fall she will be teaching on two critical care clinical groups each quarter.



2016-2017 FACULTY PUBLICATIONS

Bristol, A. (2016). Validity and Reliability of New Measure of Nursing Experience with Unintended Consequences of Electronic Health Records. *CIN: Computer, Informatics, Nursing*, 34(10), 436-447.

Bristol, A., Lloyd, S., & Bristol, S. (In Press). Integrating Spiritual Bereavement Skills into an Advance Practice Curriculum. *Journal of Nursing Education*.

D'Errico, E. (2017). Operational Failures Detected by Frontline Acute Care Nurses. *Research in Nursing & Health*, 10.1002/nur.21791.

Jones, P., Gadd, H., Bristol, S. & Lloyd, S. (In Press). S.D.A. Opportunities for Advanced Practice Education. *The Journal of Adventist Education*. *The Journal of Adventist Education*.

Kanacki, L. & Winslow, B. (2017). Listening to how experienced nurses care for the dying husband and his spouse. *Dimensions of Critical Care Nursing*, 36(3), 193-201.

Mamier, I., Ramal, E., & Peterson, A.B. (In Press). Inviting a spiritual dialogue: A Loma Linda Perspective. *The Journal of Adventist Education*.

Nick, J. (In Press). Invited chapter – Baby's transition to life. In *Midwifery and Gynaecological Nursing in India*. Chennai India: Ecumenical Book Services.

Nick, J. (In Press). Invited chapter– Newborn Assessment and care. In *Midwifery and Gynaecological Nursing in India*. Chennai India: Ecumenical Book Services.

Peterson, A. B. (2016). Suffering in Silence: Impact of Tobacco Use on Communication Dynamics within Vietnamese and Chinese Immigrant Families. *Journal of Family Nursing* 22(1), 22(1), 108-132.

Peterson, A., Meyer, B. (2017). Preparing nurses to intervene in the tobacco epidemic: Developing a model for faculty development and curriculum redesign. *Nurse Education in Practice*, 25, 29-35.

Ramal, E., Champlin, A. (2017). Impact of a plant-based diet and support on mitigating type 2 diabetes mellitus in Latinos living in medically underserved areas. *American Journal of Health Promotion*.

Roberts, L. (2016). Mindfulness-Based intervention for perinatal grief in rural India: Improved mental health at 12 months follow-up. *Issues in Mental Health Nursing*, 37(12), 942-951.

Roberts, L. (2017). Addressing stillbirth in India must include men. *Issues in Mental Health Nursing*, 1-10.

Roberts, L. (2017). Conflicting cultural values, gender role attitudes, and acculturation : Exploring the context of reproductive and mental health of Asian-Indian immigrant women in the US. *Issues in Mental Health Nursing*, 38(4), 1-9.

Roberts, L. (In Press). Ethicolegal aspects of midwifery. In *Midwifery and Gynaecological Nursing in India*. Chennai India: Ecumenical Book Services.

FACULTY RETIREMENTS

Roberts, L. (In Press). Invited Chapter--High risk and abnormal labor. In *Midwifery and Gynaecological Nursing in India*. Chennai India: Ecumenical Book Services.

Roberts, L. (In Press). Invited Chapter--Loss and grief in the Childbearing Period. In *Midwifery and Gynaecological Nursing in India*. Chennai India: Ecumenical Book Services.

Roberts, L. (In Press). Simulation Learning among Low Literacy. *International Journal of Childbirth*.

Taylor, E. & Mamier, I. (2017). Self-reported frequency of nurse-provided spiritual care. *Applied Nursing Research*, 36(17), 30-35.

Taylor, E. J. (In Press). Culture and Religion. In *Adult-Gerontological Nurse Practitioner Certification Intensive Review* (3rd ed.). Springer.

Taylor, E. J. (In Press). Culture and Religion. In *Family Nurse Practitioner Certification Intensive Review* (3rd ed.). Springer.

Taylor, E. J. (In Press). Spirituality. In *Fundamentals of Nursing: Concepts, Practice, and Process* (11th ed.). Prentice Hall.

Taylor, E. J. (In Press). Spirituality. In *Nursing: A Concept-Based Approach to Learning* (3rd ed.). Pearson.

Taylor, E. J. (In Press). Teaching Spiritually-Sensitive Nursing Care: Recommendations for an Ethical Adventist Approach. *Journal of Adventist Higher Education*.

Winslow, B. (2016). Prelicensure Simulation-Enhanced Interprofessional Education: A Critical Review of the Research Literature. *Simulation in Healthcare*, 11(6), 404-418.

Wright, D. (In Press). Health Care students interprofessional critical event/disaster response course. *American Journal of Disaster Medicine*.

Zamora, Z., Sarpy, N. L. (In Press). Using YouTube to Teach Pharmacology Concepts. *Nursing Education Perspectives*.



**PATRICIA JONES
PHD, RN, FAAN**

Dr. Jones came to the School of Nursing in 1987 from Philippine Union College where she was Associate Dean of Nursing. At LLUSN she taught in the PhD program with a focus on

theory development and research. During her time at the School she also accepted the role of Associate Director, Department of Health Ministries, General Conference of Seventh-day Adventists. Her own research focused on Caring for Elders in Asian Cultures. Dr. Jones retired in June 2017 with the title of Distinguished Emerita Professor. Her work in the school and internationally is well recognized and has made a difference for many nurses globally.

**BETTY WINSLOW,
PHD, RN**



Dr. Winslow was on the School of Nursing faculty for a total of 25 years. Prior to coming to LLUSN she taught at Walla Walla College, Andrews University and Pacific Union College.

At Loma Linda her teaching focus was community health, geriatrics and research, both quantitative and qualitative, and her research focused on Elders with Cognitive Disability. She led in the creation of the role of Research Director for the school, guided many faculty and students in their research and served on a variety University Research Committees, including the Institutional Research Board. Dr. Winslow retired in December 2016 with the title of Professor Emerita. Her many students and colleagues will long remember her support and encouragement during their time in the school.



LOMA LINDA UNIVERSITY

School of Nursing

DEPARTMENT OF STUDENT & ALUMNI RELATIONS

11262 Campus Street

West Hall 1301

Loma Linda, CA 92350

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID

San Bernardino, CA
Permit No. 1272



Loma Linda University Health

homecoming

One Loma Linda
2018

Thursday, March 1 - Monday, March 5, 2018

For more information, please call **909-558-5360**

llu.edu/homecoming

Stay Connected. Your nursing journey is a part of the LLUSN legacy.

Keep us updated on the milestones in your career and life at Alumni.SN@llu.edu